



HUMANITIES: A Global Perspective

As an IB World School, Henrico HS embraces a global perspective that is more than flags, food, and festivals. Each subject area has created its own Global Perspective Statement in order to raise awareness of how internationalism permeates all that we do in the classroom.



The following responses are based on *The National Standards for Social Studies Teachers*, Revised 2002, unless otherwise noted.

For more info click the QR code* or go to

<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>

*To read the QR Code get mobiletag or any QR reader app from you smartphone app store

Global issues in Humanities:

Humanities courses are designed to introduce students to the study of global issues. The courses also explore these debates through the lens of a specific issue of global concern--e.g. Universal human rights, Cooperation, Respect for individual differences, Interdependency, The natural environment, Social justice, Conflict resolution, Values and Perceptions, Sustainable development, and Diversity

Global thinking in Humanities:

Students are guided in thinking systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology. Students become familiar with general ideas and debates about the concept of the "global" across various disciplines, with an emphasis on how the term has been taken up by humanities scholars in different fields. Humanities serves as a gateway to the many higher level courses in which specialized topics related to global history and culture are explored in depth.

Humanities in the global community:

In bringing the humanities into areas that have traditionally been seen as existing outside of the comparative, interpretive, and historical methodologies of the humanities, our courses stand to challenge and break down disciplinary, institutional, and geopolitical barriers that limit the way we analyze and respond to pressing global issues within and beyond the local community

Global practice of ethics as reflected in Humanities:

Social studies teachers guide students to consider the ethical dimensions of topics and address controversial issues, providing an arena for reflective development of concern for the common good and application of social values.

Teaching and learning from different perspectives in Humanities:

The selection of specific topics, readings, and approaches will be tailored to the particular fields of inquiry as they relate to global humanities. Instruction interconnects knowledge, skills, beliefs, values, and attitudes with effective social/political action.

The search for identity in Humanities:

Humanities courses provide learners with opportunities to comprehend and apply specific discipline-based concepts, theories, and principles of human memory, thinking, learning, development, and behavior to analyzing, interpreting, and explaining their own self and identities as well as their own behavior and the behavior of others. They can help learners analyze, interpret, and assess personality and individual differences and commonalities, and to consider possible influences of biological, social, cultural, economic, peer, and family conditions on personality, thinking, and behavior.

Global action in Humanities:



In our courses we offer the opportunity to develop critical thinking about complex global issues in the safe space of the classroom. Today's students come face to face with the controversial issues of our time through the media and modern communications technology. Far from promoting one set of answers, we encourage students to explore, develop and express their own values and opinions, whilst listening to and respecting other people's points of view. This is an important step towards students making informed choices as to how they exercise their own rights and their responsibilities to others.

For more info scan the QR code or go to:

http://www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf